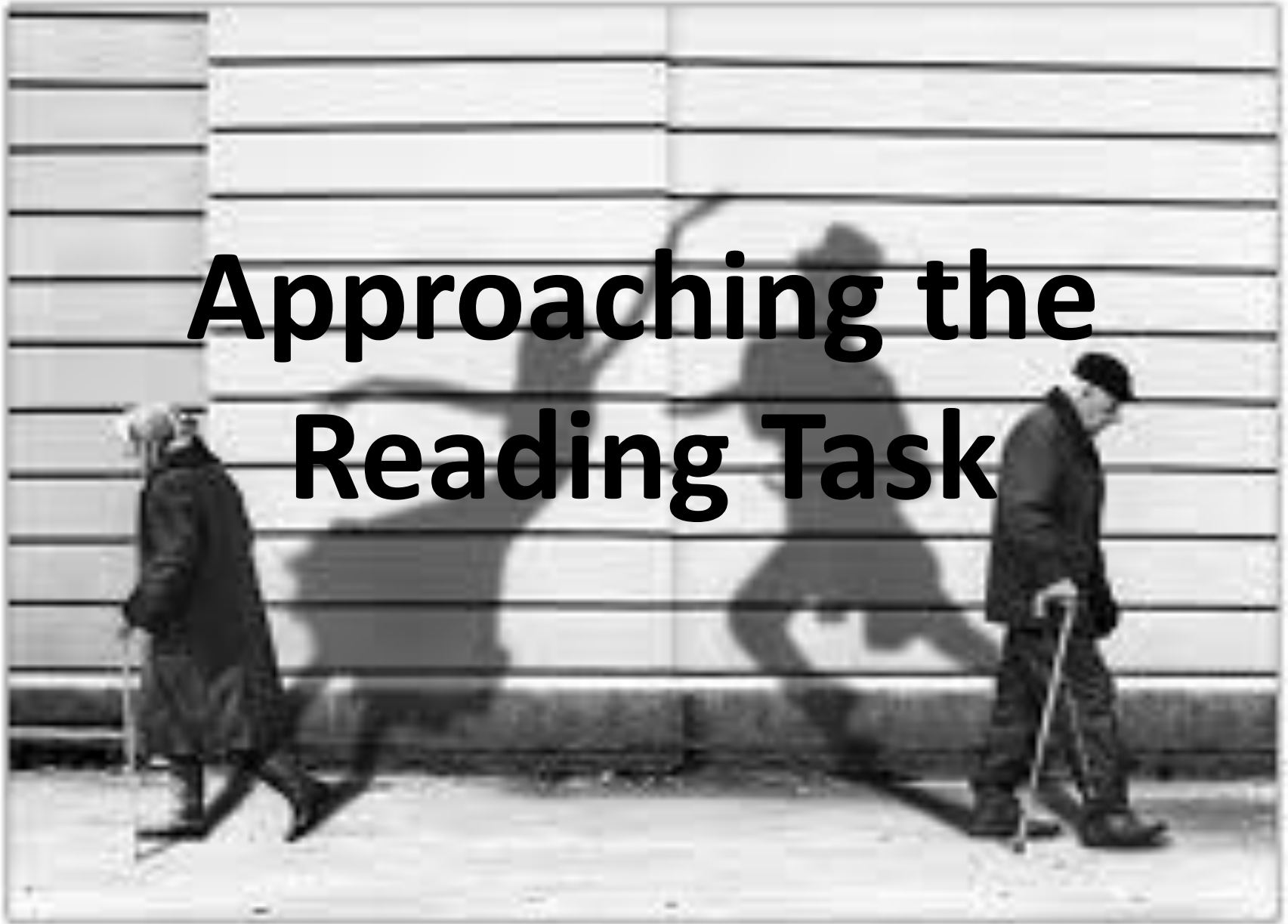


Approaching the Reading Task



Karen Yager - Knox Grammar School 2013

Section 1: Reading Task

- *“Strong responses demonstrated perception and insight into the **ideas** embedded in the texts and supported a thesis with effective **textual evidence**.”*
- *“Weaker responses simply described the content of either the written or visual without linking them”*
- *“A discussion which focused primarily on language techniques often restricted the candidates’ opportunity to demonstrate their understanding of the ideas in the texts or to develop their ideas effectively”*



Reading Task

- The ideas!
- Composer's purpose and attitude towards belonging
- **How** language features, form and structure represent belonging
- How you respond **personally** to the ideas in the texts.





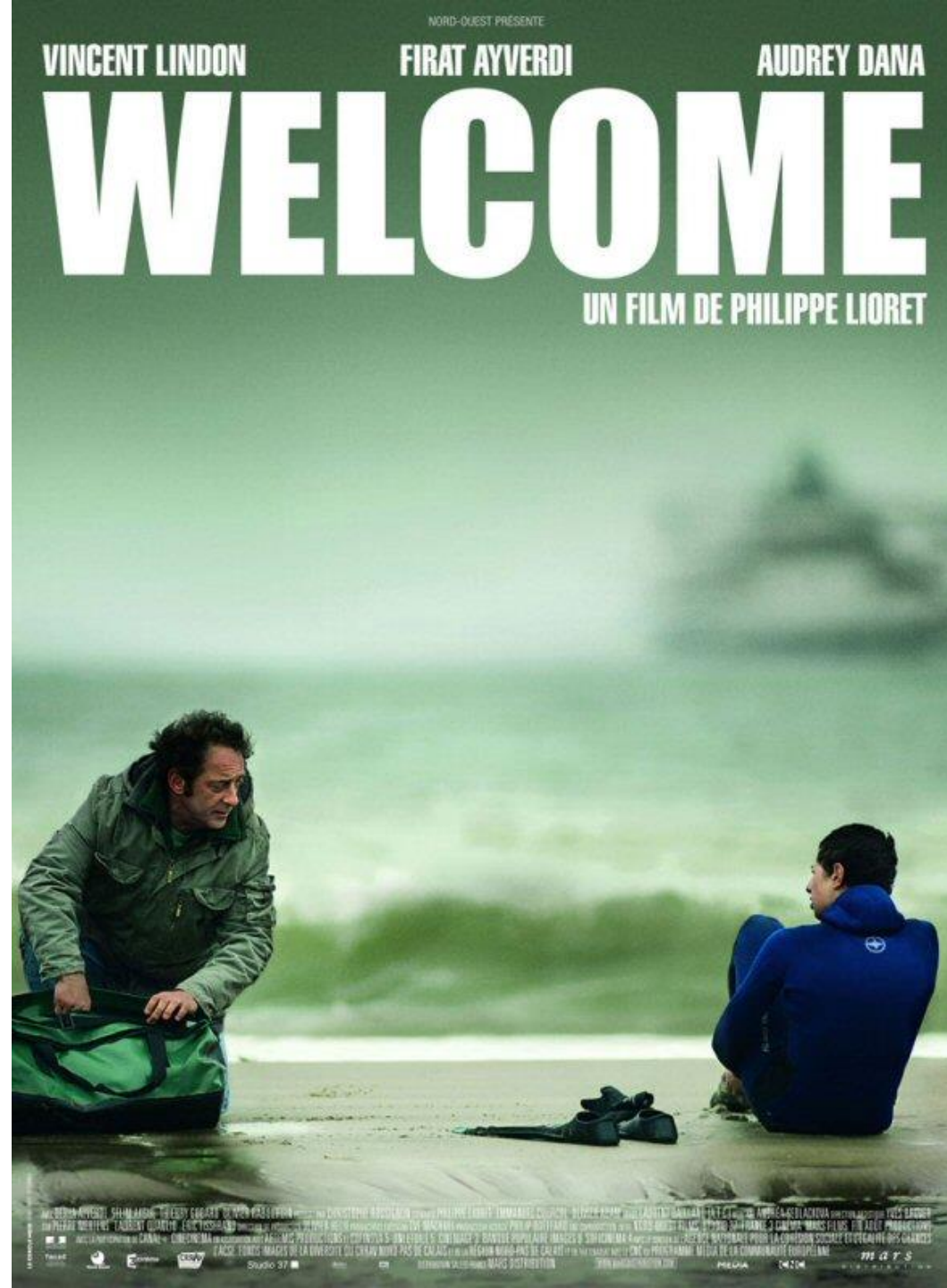
Reading Task

- Use 10 minutes reading time to look for the **overarching concept** or theme about Belonging
- Interrogate the **questions**.
- Check the **mark value**
- **Support** answers with examples and specific quotations.
- Read the **rubric** – this tells you what is being assessed.





- **Assumptions** about belonging that have shaped the representation.
- **Different perspectives** on belonging.
- **Synthesis** in final question



Approach

- Ask what the text is saying about the human experience to discover the overarching ideas.
- Interrogate the composer's purpose and intended audience.
- Find the emotive words or salient images first to uncover the meaning.
- Focus on the key techniques and their effect.



Analyse

- Begin with the idea or meaning first to avoid the shopping list
- Identify and exemplify
- Explain and evaluate the meaning and impact of the feature



Visual Literacy

- *“Visual images are never innocent or neutral reflections of reality...they represent for us: that is, they offer not a mirror of the world but an interpretation of it” (Midalia 1999).*



Subjective Frame

Personal Response:

How do I respond to this image?

1. What do you feel?
2. What does it remind you of?
3. What is the composer conveying in this image about the subject and the times?



Structural Frame

Techniques: *How does the image make meaning?*

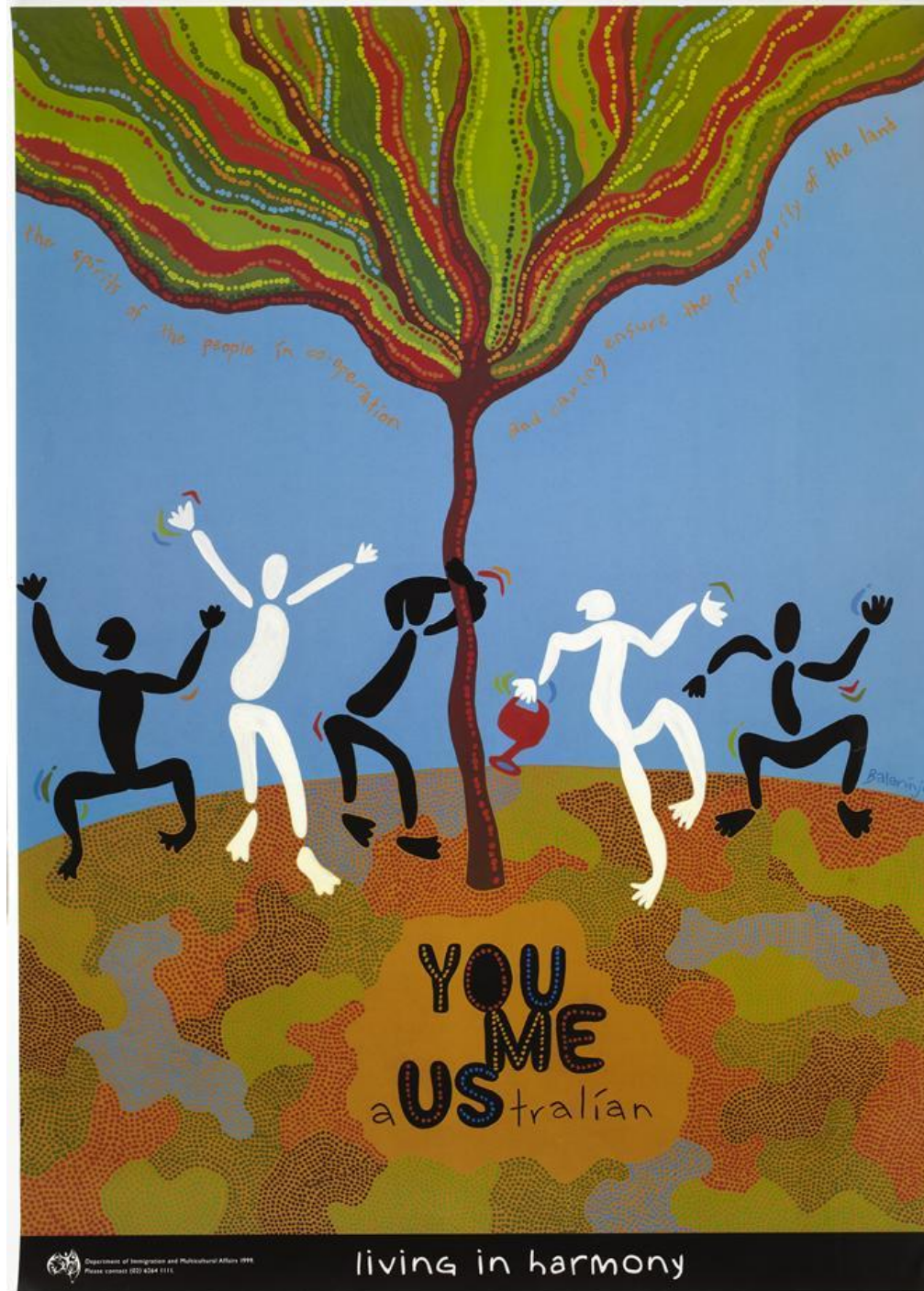
1. Framing or Composition
2. Saliency
3. Gaze
4. Vectors
5. Demand and Offer
6. Angles
7. Shot
8. Colour and lighting
9. Contrast
10. Symbolism and icons



Cultural Frame

Context: *How would this image have been received, and how does it reflect its times?*

1. Historical: When and where?
2. Cultural:
3. Political
4. Social
5. Responder's context
6. Impact on Meaning?



Critical Frame

Representation:

How could this image be read?

1. Gaps and silences
2. Manipulation of image
3. Positioning of responder



Composition

- **Layout**
- **Framing and composition:**
What is placed deliberately in the frame
- **Rule of thirds:** Top third of frame empowered.
- **Background:**
 - contextualised background is one which provides a place, time or setting for the viewers
 - non-contextualised background is one which can be saturated colour and provides less contextual information for viewers



Framing

- **Proxemics:** Measurable distances between people
- **Close up shot:** Head and shoulders
- **Mid or medium shot:** Upper part of a person's body
- **Long distance shot:** Full person showing long distance or depth
- **God's or Bird's eye view:** From a great distance looking down)
- **Two-point shot:** Two people in the frame with minimal white space



Perspective

- **High angle:**
Angled up - can show dominance
- **Low angle:**
Angled down - can show submission
- **Eye level**
- **Canting:** Tilted left or right on the axis



Body Language

- Facial expression
- Gestures
- Posture
- Position of body or hands
- Proxemics



Reading Paths

- **Salience:** The dominant image that draws our attention
- **Vectors:** The lines that draw us towards a particular image
- **Gaze - Demand:** The eyes of the image demand out attention
- **Gaze - Offer:** The person in the frame could be looking beyond the frame.



Text

- Bold
- Font
- Size
- Placement
- Colour

others
clog
**ours
doesn't**



Other vacuums begin to clog and lose suction as you use them. A Dyson never does.

No clogging. No loss of suction.

dyson.com

dyson

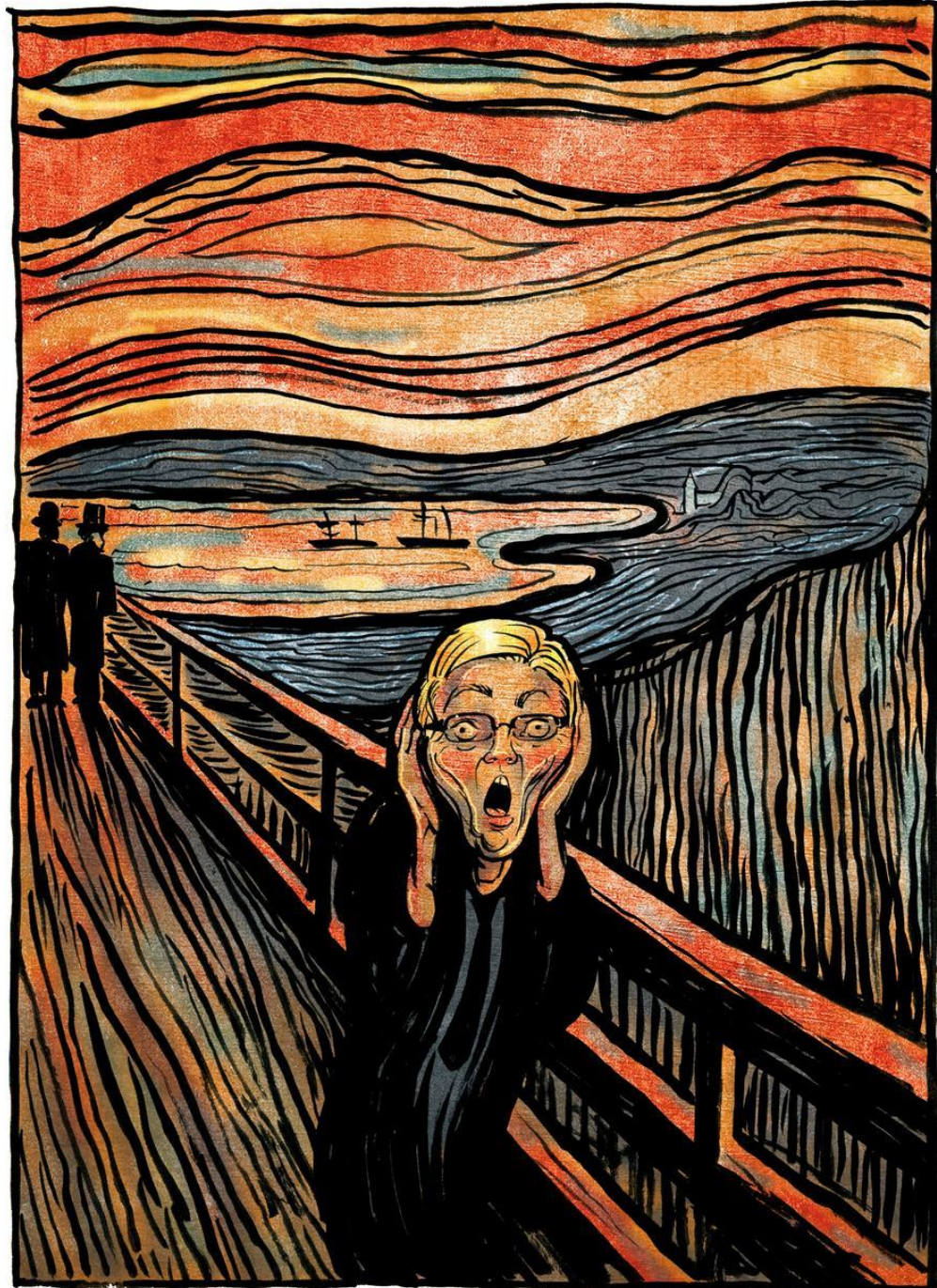
Colour

- **Symbolism:** red = passion; blue = peace and tranquillity; black = death or fear
- **Monochromatic:** Black and white
- **Saturation:** The colour could be bleached out – open aperture of the camera lens so too much light floods in.
- **Chiaroscuro:** Dramatic use of light and dark shadows.



Cartoons

- **Allusions:** References to other texts and well known images
- **Parody:** An imitative work designed to mock, comment on, or trivialise an original work
- **Caricatures:** a deliberate distortion and unflattering emphasis on a person's physical appearance
- **Icons/Symbolism:** Well known symbols
- **Analogy:** Placing two unlike objects together
- **Zoomorphism:** Giving animals human qualities
- **Visual Metaphors**
- **Text:**
 - Hyperbole: Exaggeration
 - Sarcasm and irony
 - Tone



Much obliged Munch

Boerman 5



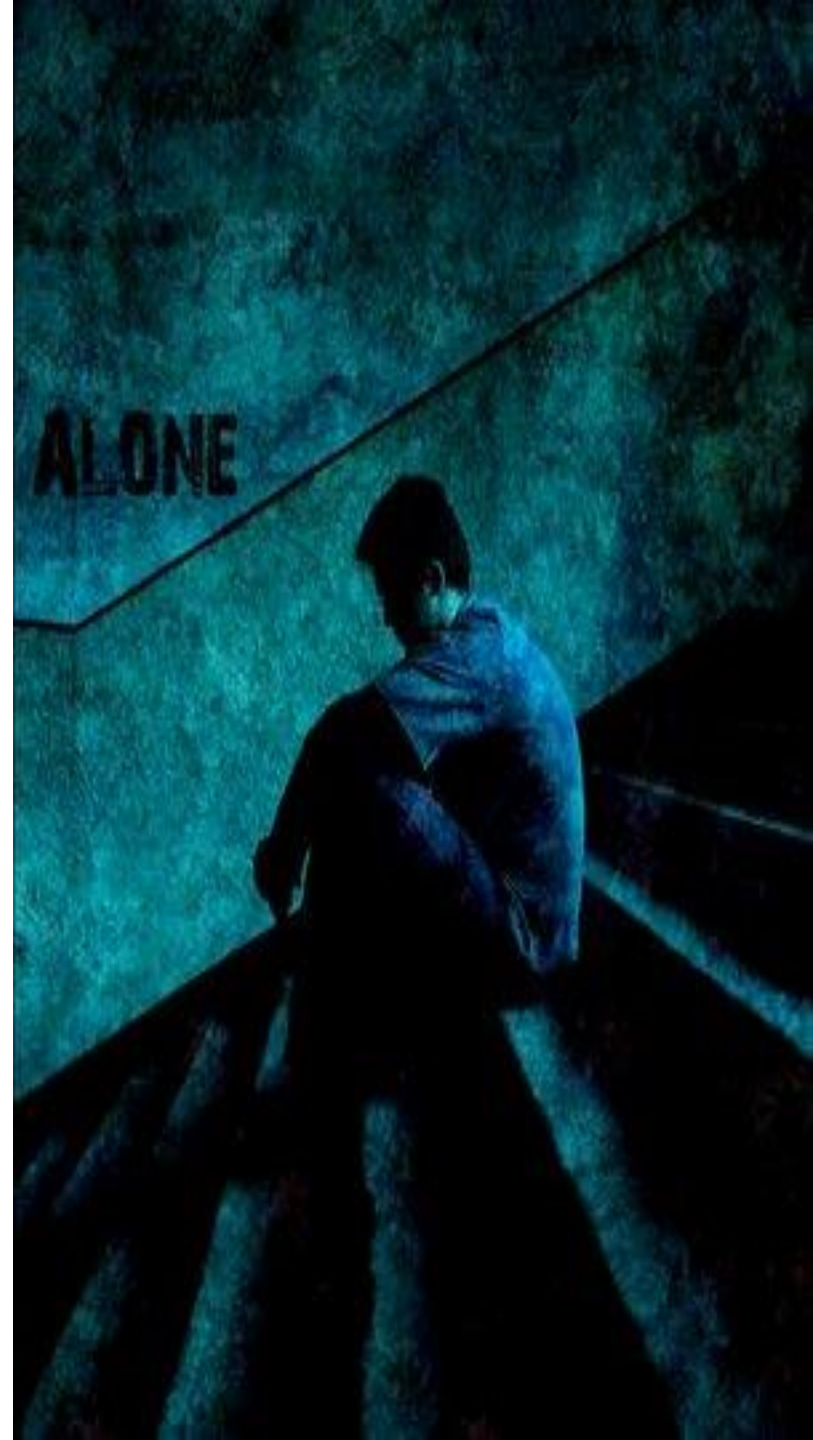
1. Explain what is being said about belonging. (2 marks)
2. How has perspective been used to convey this message? (3 marks)



Reading Task

What is the question asking for;

- An idea about belonging? *Make sure that this is linked specifically to the text*
- An evaluation of how language or visual techniques shape meaning in a text? *Remember to clearly identify techniques and explain their effect*
- The unpacking of a concept? *Provide specific insights and supporting evidence*
- Evaluation or synthesis between texts?





Synthesis Question

- A range of questions could be asked:
 - **Evaluative** (*In your opinion, which text was most effective in conveying an idea about belonging?*)
 - **Comparison** (*How did two of the texts convey different ideas about belonging?*)
 - **Concept** (*How did two of the texts reflect the importance of landscape to belonging?*)
- You need to write comprehensively (a page at the very minimum – two pages desirable).
- Discuss form and features of both texts supported by detailed references.
- You MUST address texts equally.

Synthesis Question

- **CONCEPT** driven
- Line of argument or **THESIS** in first topic sentence.
- Mini-essay
- **INTEGRATE, COMPARE** texts within paragraphs.
- End with an **EVALUATIVE** statement.

